# Stage 1

# Child Studies

# Assessment Task 4 – “RUN A PLAYGROUP”

**Assessment Type 2:** Group Activity

**Area of Study: Children in the wider community:**

**Assessment:** Group Action Plan, Collaboration, Practical Application, Individual Evaluation Report

**Important Dates: Excursion to Toy Library: 6/11/11**

**Group Action plan due : 14/11/11**

**Play Group at DHS : 16/11/11**

**INDIVIDUAL Evaluation : 21/11/11**

**Learning Requirements**

1. Apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years

2. Develop and implement management skills in an individual or a collaborative context to support the health and well-being of children

3. Make and justify decisions about issues related to child development

6. Work individually and collaboratively to support the health and well-being of children, and reflect on processes and outcomes

**Purpose:** Students demonstrate their ability to participate effectively in a team to plan and implement a group practical activity. They develop and implement management skills in a collaborative context to support the health and well-being of children.

**Task:** As a whole class, plan and host a one off play group. You will need to make decisions about every aspect of the playgroup and allocate roles to various members of the group. You will need to invite people with their children, plan and prepare games and activities and interact with the children and carers.

**ASSESSMENT REQUIREMENTS:**

1. **Part One: Collaborative Planning Due Date: Wednesday 14th November**

Coll*aborative planning* **must involve all members of the group***. Students will have opportunities to respond constructively to other group members and to share responsibilities in decision-making. The issue(s) discussed, decisions made, and tasks allocated must be recorded by the group under supervision in class.*

***One collaborative action plan is written and presented for the whole group.*** There are three sections to the action plan. (1) The **issues** to consider before the decisions are made; (2) the decisions and **justification** for them; (3) the **implementation** plans for the play group. The collaborative action plan must be written on google docs and shared with everyone in the group. The teacher will own the document and it will be submitted for assessment on 14/11/12

**Each member** of the class must **contribute to the writing up of one of these sections**. The three sections will then be put together to form the collaborative action plan

**Which part of the action plan will you help to write?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Who are the other members of this group?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Part Two: Practical Application: Due Date: Wk 16 – Friday 16/11/11 lessons 3&4**

In the group practical application, each student work with at least one other person to run an activity during the play group.

Each small group will need to

1. Use the computer to make a poster advertising the playgroup (B&W graphics only)
2. Investigate the importance of play and the types of play
3. Decide on an appropriate activity that fits in with the types of play that are decided by the group.
4. In writing, tell the justification group of why they are doing it and the implementation group of what their plans are for implementation.
5. Develop and carry out plans to make sure that their activity is safe for children.
6. Prepare materials required for the day
7. Run the activity on the day
8. Clean up on the day
9. **Part Three: Individual Evaluation Report** **Due Date: 21st November (Wk 17)**

Following the practical application of the playgroup, you prepare an **individual evaluation report,** in which you **reflect on the processes and outcome(s) of the group activity**.

Include the following in your reflection:-

* Evaluation of your own performance – what did you do? How did you contribute? How did this go?
* Explain how the group made collaborative decisions – did everyone get to contribute? How was it done?
* Explain how the large group organised itself – were there leaders? Were they listened to? Did everyone do as they said they would? Was everything considered?
* Were there particular individual contributions to the group – were there some who did more than others? Were there some who took over? Some who did not contribute?
* What are your thoughts about possible improvements? How could it have been better? What could have been done smarter? More thoroughly?

*400 words written; 3 mins oral or multi media*

Assessment Design Criteria

**Problem Solving - the specific features are as follows**:

P1 Identification and discussion of factors involved in problem-solving

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute identification and discussion of a range of factors involved in problem-solving | Well-informed identification and discussion of a range of factors involved in problem-solving. | Informed identification and discussion of some factors involved in solving mostly familiar problems. | Identification and discussion of one or more factors involved in solving familiar problems. | Identification of one or more factors involved in solving a familiar problem. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Clear and very relevant justification of decisions about problem-solving and implementation strategies. | Mostly clear and relevant justification of decisions about problem-solving and implementation strategies. | Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity. | Some description and partial justification of one or more problem-solving and/or implementation strategies. | Attempted description of one or more problem-solving or implementation strategies. |

P3 Justification of decisions about problem-solving and implementation strategies.

**Practical Application - the specific features are as follows:**

PA1 Development and implementation of safe management practices.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute use of initiative in the development and implementation of safe management practices. | Thoughtful development and implementation of safe management practices. | Competent development and implementation of safe management practices. | Some development and implementation of basic safe management practices. | Attempted development or implementation of basic safe management practices. |

Collaboration - the specific features are as follows:

C1 Response to other group members, and sharing in decision-making.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Inclusive response to other group members, and responsible and sustained sharing in decision-making. | Thoughtful response to other group members, and responsible sharing in decision-making. | Generally thoughtful response to other group members, and some responsible sharing in decision-making. | Basic response to other group members some of the time, and some sharing in simple decision-making. | Limited response to other group members, with limited involvement in any decision-making. |

C2 Involvement in group activities and discussions to support the health and well-being of children.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Proactive and perceptive involvement in group activities and discussions to support the health and well-being of children | Active and thoughtful involvement in group activities and discussions to support the health and well-being of children. | Appropriate involvement in group activities and discussions to support the health and well-being of children. | Some basic involvement in group activities or discussions to support the health and well-being of children. | Attempted involvement in one or more aspects of group activities or discussions to support the health and well-being of children |

**Reflection - the specific features are as follows:**

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. **No Evidence** |

**Overall Grade: A B C D E**